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March, 1955

Honors Course In English

For nearly a generation now our American educational system has been geared to the abilities and interests of the average student. In standards of taste, too, which are largely conditioned by the quality of education current in our schools, ours is the age of the common man. Where students have failed to approximate the ideal of the average, our educational system has been elastic enough to make some adjustments. The theory and practice of "social promotion," "remedial" or "clinical" training, and "sub-standard" or "non-credit" course work are well-known examples. Moreover, few will question the eminent success that has been achieved in remedial reading courses and in speech clinics particularly.

But what have we accomplished in educating young people of superior ability? Have we provided means to challenge, motivate, and encourage individual excellence? Except for isolated experiments in selectivity and acceleration, such as those currently being tried at the University of Chicago and Johns Hopkins, the fact is we have done very little for the uncommon man.

Education for the Uncommon Man

It is heartening, however, to find recent thinking being directed towards the problem of identifying and challenging the exceptional student. The notable Committee Report by members of the faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale entitled *General Education in School and College* is particularly concerned about the superior student in the belief that "standards can be pulled up from the top more easily than they can be pushed up from the bottom." James Bryant Conant's latest volume *Education and Liberty* is also concerned in part with recommending a more rigorous academic training for gifted students. One also observes a professional literature an increased emphasis on individualization of instruction and the necessity to provide flexible programs adaptable to student differences in interest, experience, and personality.

On the level of higher education, colleges for some time have offered

"honors courses" in a half-hearted attempt to provide something in the curriculum that would pass for high caliber work. In many cases, however, the honors course is nothing more than a reading course wherein a student can fill in gaps of work not covered in regular courses. In other cases, the honors course is merely an offering open to any student who cannot take a regular course because of scheduling difficulties but who wishes to obtain credit in a particular field anyway. Such offerings should more appropriately be called "special reading" and "special research" courses.

An Honorable Honors Course

What I am proposing here is an "honorable" honors course, if I may use a pun to make the point. An honors program should properly be designed to challenge the abilities of the superior student only. It presents to this student the opportunity to do intensive work in a specialized field under the personal supervision of a competent faculty member. It requires the student to present the results of investigation in the form of a scholarly paper on which he shall be examined. In short, an honors course is a selective offering, involving directed study and research, and requiring a demonstrated mastery of the subject studied and of the research methods implicit in the project.

English language and literature are subject areas particularly well-adapted to honors work. Extensive library resources or expensive research equipment are not necessary. An alert student and a capable and energetic instructor to furnish him with the proper intellectual stimulus can raise between them a Socratic portico of creative scholarship. The ancient personal relationship between student and teacher should be the essence of productive honors work in English. Such study, moreover, can often be best carried on in small colleges where there are fewer pressures and distractions than one usually finds on larger campuses.

Topics for honors papers in English should be carefully chosen in order to avoid superficiality on the one hand and too narrow specialization (Please Turn To Page 2)

LET'S PLAY FOR THE BIG PRIZE

Just for the record, I want to protest against the CEA's going along with the one hundred per cent vocationalism of the Purdue pitch on the importance of a major in English.

It seems to me that in the whole Institute program we are skirting this danger, and that with a leaflet like this we fall right in the middle of it.

I don't mean to be a purist or to deny that English does have more specific usefulness than is recognized and efficiently taken advantage of. Yet it seems to me that the real idea we've got to fight for is that English, the humanities, and liberal education in general can make a whole man and can develop the kind of understanding that is the most important and practical thing in the world if humanity is to survive as humanity.

How can we hope for the big prize if we make our play for the small one?

Thomas Bledsoe
Alfred A. Knopf, Inc.

RESPONSE

Come to Schenectady, April 5-7, and help us make the big play!

Seventh National CEAI Conference on Industry-Liberal Arts Exchange

Union College and General Electric Company, Schenectady, N.Y.
(with the cooperation of the Center for the Study of Liberal Education for Adults and the University of Massachusetts)

Conference fees: CEA Members, \$14.25; Other Academics, \$15.25;

Business Members, \$26.25 (these fees include lodging, meals, and registration).

Make reservations with remittance to Mr. Albert P. Madeira, CEAI Conference Registrar, Box 472, Amherst, Mass.

Tuesday, April 5

Registration at 10:00 a.m., West College, Union College Campus.

Luncheon at 12, West College. Statement by Maxwell H. Goldberg.

General Session I—John Ely Burchard, Charles E. Odegaard, Robert Ward McEwen, Howard A. Meyerhoff. "What is Liberal Education?," "Liberal Education and the Quest for Quality," "The Businessman's Stake," "The Scientist's Stake."

Seminars on topic: "How can the Liberal Arts and Sciences contribute to the quest for quality?"

Wednesday, April 6

General Electric Day, beginning at 8:30 with a visit to the GE Schenectady works

General Session II—Francis H. Horn, moderator. At GE Auditorium. Luncheon. Welcome by C. G. Suits and Katherine Koller. Address by Harold F. Smiddy: "Basic Relations between Education and the Economy."

General Session III — Howard Mumford Jones presiding. Addresses by Robert J. Blakely, John Ciardi, Harry D. Gideonse.

Stage Presentation. Reception and Dinner at the Edison Club. Gilbert W. Chapman, Phillip D. Reed speakers.

In the evening, a meeting of the New York CEA.

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THE CEA CRITIC

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Honors Course Cont.

ization on the other. Occasionally, however, highly specialized subjects can be employed when the method of investigation is more important than the subject itself, such as certain studies in dialect geography or textual criticism.

Local Interest, Primary Sources

At Longwood College, where honors courses have been a part of the curriculum for the past 25 years, the most successful topics have been those having some local interest or emphasizing the use of primary sources in research. Biographical, bibliographical, and critical studies of local writers make exciting and valuable research topics where a student can make a first-hand investigation and handle primary materials such as letters, manuscripts, first editions, and contemporary criticism.

Investigations of themes found in promary sources such as novels also make excellent honors topics. In the field of language study, dialects provide rich materials for analysis. Here the student may learn to employ scientific methods

of descriptive linguistics in the first-hand evidence of local pronunciation, usage patterns, and vocabulary.

Unfortunately, even superior students are sometimes reluctant to undertake a real honors course in English because this is obviously not a path of least resistance. The fundamental problem of challenging the abilities of superior students can be partially solved through giving sufficient credit for honors work, enhancing the prestige of the program, and having professors sell students the idea on an individual basis.

Interim Summer for Reading

A respectable honors course should extend through two semesters, and 6 semester hours credit is not too much reward for the work done. It is a good plan to have the student begin the course in the second semester of the junior year, reserve the interim summer for reading and research, and complete the work at the end of the first semester of the senior year. At Longwood, the examining committee determines whether or not the project merits the award of "Honors in English"; the student's advisor determines what grade shall be assigned for the 6 semester hours credit.

Prestige can be given to the honors program through occasional publicity in the student and local newspapers and through a sufficiently impressive oral examination open to the public. A committee of three examiners who are in some degree familiar with or interested in the student's topic can generally conduct a meeting which will be both stimulating for the honors student and interesting to the visitors in attendance. The examiners should be sent a copy of the student's paper at least two weeks before the examination and should be familiar with the procedure and criteria by which they will judge the student's work.

The Criteria

We have found the following criteria satisfactory for examining committees: "First, to what extent did the student master the implications of the topic assigned? Second, to what extent did the student master the techniques of research necessary to develop the topic?"

The examiners, moreover, should be from outside the college if possible; sometimes, however, retired faculty members can be appropriately used. The practice of inviting from nearby institutions examiners, who might be paid a modest honorarium for their courtesy, also contributes to good academic relations.

The Faculty Responsible

Essentially the responsibility for

Seventh National Conference Cont.

Thursday, April 7

Seminars on topic to be recommended by analyst at General Session
II. Analyst: George E. Barton, Jr., CSLEA.

General Session IV. Topic: "What Is Known and What Is needed
to be Known about Higher Education — Industry Relation?" Stuart Rice, Andre Michalopoulos, Richard Eells.

Luncheon—West College. Robert N. Hilkert, Don Z. Zimmerman.

General Session V. Round Table Discussion. Reports from Seminars.

General Session VI. Address, John Ely Burchard: "The CEA Institute: Conference Evaluation and Further Range."

The Big Objective A sense of professional and cultural responsibility has led the College English Association to develop the CEA Institute for Liberal Education and the Executive. Through its institute conferences, the CEA brings together, for talks and possible joint action, people from separated segments of American life.

The big objective is the advancement of liberal education and executive leadership. It furthers personal enrichment, professional achievement, and public service.

Who Are Involved? Management and labor are involved, as are university teaching and administration and the executive services in government and defense. Participation by medicine, engineering, the ministry, the law, and other professions is welcomed.

Why Does It Do? Through the CEA Institute conferences, participants get to know one another as individuals. They informally exchange information and ideas; and, in mutual confidence, define problems of shared responsibility. They act together where there is common ground and a meeting of minds.

Why Is It Important? The CEA Institute seeks to encourage leaders in education, labor, management, government, defense, and other professional areas to make the best informed, most sympathetic yet intelligently critical decisions with regard to liberal education for a technological and socially complex future.

The CEA Institute accepts the challenge to help shape that popular culture of adequate quality which is the goal of enlightened American academic and executive leadership.

keeping an honors program going must rest with the faculty members who are interested in it. Professors with an inquiring spirit and an interest in working closely with superior students can usually manage to attract enough students into the program. One or two honors students per department per year is a good average for a small college. Ideally, some allowance for directing an honors course should be made in an instructor's teaching load, but even where this is not possible there will always be a few teachers whose research activity will lead them beyond the call of duty.

Provision in the teaching load will not necessarily make more faculty members take an interest in honors courses; a college honors program will always remain the province of a hard core of devoted teachers who will seek to share and develop compatible interests with first-rate minds in the student body. And every possible encouragement should be given to those who would deal with quality

as well as quantity.

The advantages that may accrue to a college having an active honors program are several. Primarily, honors courses are for gifted students who might in this way be challenged to employ their full capacities. An honors program, once established and appropriately advertised, should attract a larger number of superior students to the institution. Moreover, it should also present a challenge to the faculty.

R. C. Simonini, Jr.

Pre-College Text Needed

F. Leighton Peters of Peddie School, Hightstown, N. J., who formerly taught college English, feels that there is great need for a text for pre-college students which would embody the English essentials which college instructors would like their freshmen to possess. He would be most grateful for suggestions from Critic readers.

RESOLUTIONS ADOPTED AT THE 1954 ANNUAL CEA MEETING NEW YORK, DECEMBER 28, 1954

I Resolved that,

Whereas the University of Massachusetts, through its President, Jean Paul Mather, and with the cooperation of the Dean of the School of Liberal Arts, Frank Prentice Rand, has substantially strengthened, in 1954, its moral and tangible support of the work of the College English Association;

And Whereas, in so doing, The University of Massachusetts takes its place among those large-visioned institutions of higher education which accept a specific responsibility for the advancement of professional societies devoted to the improvement on a national scale, of the liberal arts and sciences,

Therefore, this meeting requests the President of the College English Association to write an appropriate letter of thanks to President Mather and one to the President of the Board of Trustees of the University of Massachusetts, enclosing with each letter a copy of this resolution.

(In drawing up this Resolution, the Committee notes with gratification, that President Mather is a member of the Advisory Council to The CEA Institute, and that Dean Rand is a past member of the Board of Directors of the College English Association.)

II Resolved that,

Whereas The CEA Institute, since its inception in 1952, has rendered signal service in bringing the meaning of English as a humanity and of other liberal arts and sciences, freshly and on an expanded front, to opinion makers and decision shapers in the general community, by way of its conferences and other activities fostering the exchange of ideas,

And Whereas this exchange, in turn, has stimulated fresh examination of their own purposes and methods by humanistic teachers,

And Whereas distinguished business and academic leaders, as well as other representatives of the executive world, and of the press and radio, have given strong, informed, and intelligent support to the CEA activities,

Therefore, this meeting requests the President of the College English Association to write appropriate letters of thanks to these individuals (the names to be secured from the Executive Secretary), enclosing with each letter a copy of this resolution.

(The Committee adds that, wherever the individuals approve, their names and the organizations with which they are affiliated are to be appended to this Resolution)

III Resolved that,

Whereas the national CEA is dependent, to a high degree, on the cooperation of local CEA leaders, in arrangements for its annual meetings,

And Whereas, this year's local committee has responded readily and ingeniously to all requests for such aid placed upon it,

Therefore, this meeting puts into the record its thanks to:

Robert T. Fitzhugh, Brooklyn College, program chairman

Carl Lefevre, Pace College, Chairman of Arrangements

Harry Cayley, New York University, President of the Greater

New York CEA

John Waldman, Pace College, Chairman of Public Relations

Arthur Waldhorn, The City College

Grace Nutley, Brooklyn College

Donald Sears, Upsala College

Also, a special note of thanks to Cyril Nutley for the handsome CEA poster he painted for the Registration Table.

IV. Resolved that,

Whereas The Center for the Study of Liberal Education for Adults, particularly through its Director, John B. Schwertman, and through Staff Associate Peter Siegle, has participated creatively in the 1954

annual CEA meeting program, and has contributed warmly to the spirit of the occasion, this meeting puts into the record its thanks to The Center, and expresses the hope of continued cooperation by the CSLEA and The CEA.

V. Resolved that,

Whereas The College English Association has gained greatly from his devoted leadership, and from his numerous appearances as public spokesman for The Association and its interpreter to the general community, this meeting puts into the record its thanks to our outgoing President, Professor William L. Werner, Pennsylvania State University, and expresses its gratification that, as one of the directors, he will continue to serve our society.

VI. Resolved that, on the occasion of the completion of his post-presidential term as CEA director, this meeting again puts into the record its gratitude to Professor Robert T. Fitzhugh, Brooklyn College, for his invaluable services to our Association from its founding, through the trying years of post-war reconstruction, and into the 'fifties; and its hope of his further contributions through many years as "younger statesman."

Like everything else, the Ph. D has been cheapened by quantitative pressure, and it might be earnestly wished that it were not a union card for the teaching profession. There are plenty of young men and women who would be good teachers without such a degree, and the degree itself ought to mean something more than it does.

Along with that may go another earnest wish, that both administrators and members of departments would abandon the principle of "publish or perish." Socrates would never have had a chance at an assistant professorship.

Douglas Bush
Harvard University

(From 'Education for All Is Education for None') The New York Times Magazine, January 9, 1955)

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LIBERAL EDUCATION AND EXECUTIVE LEADERSHIP

Brother Cormac Philip's Florida CEA Institute address, printed in this and the next issue of The CEA Critic, takes on added timeliness because of the theme of the 1955 national CEAI Conference to be held at Union College and General Electric Company, Schenectady, April 5-7: Liberal Education, the Executive, and the Quest for Quality.

The cliched voice of the huckster is heard in our land—in politics, in the amusement world, in business; even, alas, on our campuses, where our booming public relations offices blandly tell us to ignore, in effect, that cardinal business tenet about the satisfied customer (in this context, the student), giving him what he should get, which doesn't necessarily coincide with what he wants. Some students don't know what they want and some want what they shouldn't.

Huckstering is the antithesis of liberal education, or worse, its negation. Education for leadership is a long, gradual, and mysterious process, for which thirty minutes a day, even for the impressively lengthy period of ten weeks, is hardly enough. Perhaps we shouldn't use the phrase, "education for leadership"; it has a hucksterish, bromidic ring of its own. Leadership, like happiness or security, cannot be made a direct end. It comes as a by-product, an oblique result of being the right kind of man.

Men — Not Dogs and Fleas

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(Address at the CEA Institute Conference, University of Florida, June, 1953, by Brother Cormac Philip, Head, Department of English, Manhattan College. This is part I; part II will appear in April.)

Of course man can be trained. But so can dogs — and fleas. Only human beings can be educated. We teachers are well aware that many resist the educational process with such success as to become practically ineducable even after years of prolonged exposure to good teaching. As New York's doughty Old Guard Republican, Dan Reed, once phrased it (and he should know), "The human mind has infinite resources to resist the introduction of knowledge."

But this morning we are concerned with the making of leaders, with the formation of an elite. This elite will be leaders precisely because they are educable. Let us not, however, forget Abe Martin's sobering words, "It takes a right smart feller t'succeed with a good education."

The cue for the approach I decided to take in discussing this matter of executive leadership came to me from several rather disparate but very contemporary sources. One was an article that appeared in the issue of The American Scholar for the Summer of 1953: "An Atlantic Curtain?" by Professor William Carelton, chairman of Social Sciences at the University of Florida.

About midway in the article, Professor Carleton summarizes a conversation he had with "a well-known professor in an Italian university" about America's present position and attitude toward world affairs. In conclusion the Italian professor is quoted as saying, "Moreover, America's national leaders have distressingly little humanistic and historical background. They seem to be mostly businessmen, business lawyers, advertizing men, military men, and narrow specialists and technicians."

A second source was an article appearing in the June, 1953 Harper's, entitled "The Republican Prospects" by Richard Rovere. Early in that article Mr. Rovere makes the observation that "traditionally we turn to military men when we want, or think we want, flexible, disinterested, uncommitted leadership."

Not Arms and the Hero

The third source is the most contemporary of all, Bernard Shaw's 1903 Man and Superman. There, in that part of the play recently produced as Don Juan in Hell, Don Juan, in hell, says, "Only one sort of man has ever been happy, has ever been universally respected

among all the conflicts of interests and delusions." "You mean," says an old soldier who has faded away into hell, "the military man?"

"No," says Juan, "I do not mean the military man. When the military approaches, the world picks up its spoons and packs off its womankind. No: I sing not arms and the hero, but the philosophic man; he who seeks in contemplation to discover the inner will of the world; in invention to discover the means of fulfilling that will, and in action to do that will by the so-discovered means. Of all other sorts of men I declare myself tired. They are tedious failures."

The Obvious Answer

I think it is obvious what trains of thought those passages opened up. To take the first, Prof. Carleton's, how are we going to provide our future national leaders with a humanistic and historical background? Answer: By giving them a liberal education. To take the second, Mr. Rovere's, why should the American people turn to a military man for flexible, disinterested, uncommitted leadership? Why not a business executive, provided, of course, that the American people can become assured that a business man will give them that kind of leadership? And how so assure them? Answer: by giving our future business leaders a liberal education. I admit military men don't get that kind of education, but I certainly don't admit they can provide the kind of leadership the American people think they can.

As Professor Graney emphasized at yesterday's luncheon (Maurice Graney, "Management: Key to the Future") the American people don't trust business men. More than that, they're hostile to business men. Is that surprising when one recalls, as Mr. Rovere points out, too, that for twenty years the "New Deal won a following by constantly emphasizing the conflict between the business interests and the public interest"? How convince the American people now that there is no such conflict, and that, on the contrary, the business interests will really be in the public interest, that, in short, what's good for General Motors will really be good for the country? Again the answer: only by giving future business men a liberal education. Then, as philosophic men, they'll emphasize that what's good for the country is good for General Motors.

A New Kind of Happy Breed

I must admit that it is Don Juan's reference to the philosophic man that catches me most. I agree that all other sorts of men are tedious failures. Now, of course, we don't want our future executives to be tedious failures. We want them to be happy men as well as successful men, a new kind of happy breed, and even more important, "to be universally respected among all the conflicts of interests and delusions."

So let me sing of the philosophic man as executive. Let me proclaim the need for a revolutionary transformation of the executive from the practical, efficient man who can get things done to the philosophic man, the man of ideas, unallergic to ideas, and at home in the world of ideas; from the man of shallow strenuousness who profoundly believes in what is known in advertisements as the business system and in the Cal Coolidge dictum that the business of America is business, to a man aware of non-material considerations, of the repercussions that may follow what he says and does; from a man of that "black and white mentality" Aneurin Bevan accuses too many Americans of having, to one able to distinguish the neutral grays.

More than a Smile and a Shoeshine

Let him be further transformed from the Willy Loman mind (Willy of Arthur Miller's Death of a Salesman) which tells him that its being liked that counts most, and that you can ride far on a smile and a shoeshine; Willy, who knows the go-getter gospel by heart and

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We have grown so accustomed to a battalion of instructors teaching elementary composition to freshmen that we take it as a normal part of college education, whereas, in fact, it is a monstrosity.

Imagine a European university teaching the rudiments of expression! If high school graduates are illiterate, they have no business in college.

For a long time and for a variety of reasons we have had slackness all along the line; somehow, sometime, strictness and discipline have to begin.

Douglas Bush

Harvard University

(From 'Education for All is Education for None', The New York Times Magazine, January 9, 1955)

fervently plays the good-fellow game — transformed from that, I say, to a man of that habit of mind whose attributes are, in Cardinal Newman's words, "freedom, equitableness, calmness, moderation, and wisdom," which Newman elsewhere refers to as "the philosophical habit of mind."

It is precisely this philosophical habit which best describes the quality of mind referred to yesterday by Mr. Lobingier of Westinghouse Electric, (George D. Lobingier, "The Personnel Officer Looks at the Liberal Arts for the Engineer-Executive"). It is a discernible habit of mind, surely discernible to us educators because we must guarantee to produce it among our students. And I'm sure that it won't be too long before it's discernible to personnel people and higher executives.

Not to be Left to Chance

In this connection let me also express a note of dissent regarding two or three of the statements made last evening by Dean Matherly, (Walter K. Matherly, Dean

of Business Administration College University of Florida, "The Relationship of the Liberal Arts to Collegiate Business Education"). In the Dean's opinion the graduate of a school of business administration will acquire this philosophic habit of mind, (referred to by the Dean as "broadness" or "largeness of view") as he goes up the managerial ladder and is given greater and greater responsibility.

The philosophical habit of mind isn't acquired so haphazardly or casually; it is acquired only after a properly canalized effort guided by experts over a minimum period of three to four years, and which must be kept alive by thinking. Of the philosophic man it cannot be said that he never thought again after he had begun to work.

"All er Nuthin'"

Again, as regards the Dean's allowing upperclassmen in his business school to take twelve credits in liberal arts subjects, I'd say I have no faith in the effectiveness of liberal arts courses taken in isolation, with the student's major effort being given to the technical courses that require an altogether different kind of approach. Such procedure leads to academic schizophrenia and undoubtedly provokes neuroses that may trouble one for a lifetime. In the words of the popular "Oklahoma!" song, "With me it's all er nuthin'."

Lastly, while I was properly moved by the Dean's nostalgic reminiscence of his own liberal arts days, filled with much Latin and more Greek, I must say I hold no brief for that kind of liberal education. The autobiographies of such men as Bliss Perry, Wilbur Cross, William Lyon Phelps afford much evidence that the old liberal arts curricula had much that was intellectually anemic, barren and unintegrated, and was further hampered by the worst aspects of departmentalism and the prima-donna individualism of "great" teachers. The December '53 issue of The Partisan Review has an article by Gertrude Himmelfarb, "The Victorian as Intellectual," in

which she refers to Leslie Stephen as typical of "the urbane, cultivated, professional intellectual, men of good breeding, graduates of the best schools, yet largely self-educated." "Even the university man's knowledge of the ancients," she reminds us, "was more a matter of vocabulary and prosody than ideas and philosophy." Vocabulary and prosody maketh not the philosophic man, but ideas and philosophy do.

The Privacy of a Goldfish Bowl

Of the philosophic man as executive it can be added that he will be an integrated man, not a fragmented one like Charley Gray (pardon me, I should have said Charles) of Marquand's novel Point of No Return, Charles who was faced with the burning question: To be or not to be — to be an executive, a vice-president of the Stuyvesant Bank, an executive working with the privacy of a goldfish and with little more than the goldfish's power of initiative; to be passive, conformist, obsequious; in short, to give up forever the luxury of integrity and for the rest of his life remain that sub-species described by Stuart Chase as firmly anchored to the ocean floor.

The New Executive:

A Man of Style

The new executive is to be furthermore the man with that sense for style that Whitehead calls the most austere of all mental qualities, "an esthetic sense based on admiration for the direct attainment of a foreseen end, simply and without waste." "Style in its finest sense," Whitehead goes on to say, "is the last acquisition of the educated mind; it is also the most useful. It pervades the whole being. The administrator with a sense of style hates waste; the engineer with a sense of style economizes his material; the artisan with a sense of style prefers good work. Style is the ultimate morality of mind."

Such a man of style, you can see, will be far from an "anemic anthropoid," sicklied o'er with the pale cast of thought, bemused for most of his ten-to-four working day, or like the bank manager described in a recent novel, putting himself behind a forbidding exterior and assuming a monosyllabic attitude. No, he will be a revolutionary, not bewhiskered, furtive and wild-eyed, but Brooks Brothers clothed and otherwise becomingly groomed, a highbrow at least in the sense of a man who has found something more interesting than women, but not in the sense of one educated beyond his intelligence.

This new style will get things

done, but in a noiselessly efficient way. He won't have that air of hustle and bustle like Chaucer's Man of Law, who seemed busier than he was. Nor will his subordinates be saying of him, in effect, what Ben Jonson said in another context, "A busy woman is a fearful nuisance." Noiseless efficiency is an effective antidote for those executive ulcers Mr. Lobingier referred to yesterday.

The new executive will understand and value the true meaning of leisure. He'll see to it that he gets lots of leisure. He will understand what Robert Louis Stevenson meant when he noted, in his "Apology for Idlers," that "extreme busyness, whether at school or college, kirk or market, is a symptom of deficient vitality; and a faculty for idleness implies a catholic appetite and a strong sense of personal identity."

Unallergic to Ideas

I have said that the new executive is to be a man of ideas, unallergic to ideas. This may well mark the most revolutionary aspect about him and the one that might most arouse, in the present intellectual climate, the people's suspicions. As Mr. Rovere says, in his further reasoning why the American people chose a general to lead them, "If the general has no known views, so much the better; to a nation suspicious of ideas, the lack of them is often seen as evidence of integrity . . ."

It is true, of course, that "the shame of the intellectuals," in Peter's Viereck's phrase, is that they did embrace or at least connive and toy with the evil idea of Communism and with many of the

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How Does the Professor View the Businessman?

I.

Francis Horn: Just what is a businessman, just whom are we going to talk about this morning? Are we going to talk about the chap who has a small newspaper stand on the subway station, the corner grocery store owner, or hardware merchant, or drugstore owner, or pharmacist whom we all deal with wherever we may live? Is he, if you live in a small town, the local bank teller or bank president in a small bank who has only two or three others with him? Or is he the auto dealer from whom you buy your car? Or is he the man in the executive suite, a man way up there in the clouds, an untouchable, whom even his vice presidents don't understand?

Is he the chairman of the board of some big corporation or bank? Is he one of these legendary people like Clint Murcheson down in Texas, or Hunt who is reported conservatively to have an income of 40 or 50 millions a year? Who

(Extracts from a panel discussion at the sixth CEA Institute, held at the Kellogg Center for Continuing Education, East Lansing, Michigan, June 24-25, 1954. On the panel were Francis H. Horn, President, Pratt Institute, Moderator; Milton M. Enzer, Director of Public Relations, Yale and Towne; Robert N. Hilkert, Vice President, Federal Reserve Bank, Philadelphia; Stanley Pargellis, Librarian, Newberry Library; Eric Larrabee, Associate Editor, Harper's Magazine.)

is this businessman that we're supposed to view? What sort of a man is he, what does he do, and what makes him tick?

Source of the Concept

How does the professor get his idea of the businessman? Does he get it from personal contacts? And what are these personal contacts? Are they the business contacts such as we've mentioned? You must go to your corner drugstore sometimes; occasionally you may have to see the banker. Most professors at one time or another have had to see the banker about something else besides cashing a check. He may be a neighbor of yours. Most of us don't live next

to professors; we live next to businessmen, even in small towns. We have community contacts in the church, the PTA, in Rotary or Kiwanis. Surprisingly enough, we've got a few members on our faculty staffs who actually belong to the country club and associate socially with businessmen.

Now do we get our point of view from these personal contacts that we have with businessmen, or do we get it out of books? Do we think of the businessman as Babbitt operating out of Main Street, or as the businessman in *The Male Animal*? Do we go back to the muck-racking days of Upton Sinclair? Or to some of these "sociological" studies like Lundberg's study of the very wealthy American families in business and finance? Do we get it out of reading Amory's *The Last Resort*? Or his most recent book with the picture of Pierpont Morgan and a lot of "robber barons" sitting on horses in the Waldorf about to have a dinner? Is this where we get our idea of the businessman?

Or do we get it from the returning alumni as we see them on the campus, from the college boards of trustees? The New Deal and the war years too threw the professor and the businessman into contact in Washington as they had never been before.

What myths do we have about the businessman, and what myths does he have about us? The one he has that irritates me most is the idea that a college professor is an impractical man who never has to meet a payroll. Let the businessman try to pay his monthly bills on a professor's salary before he passes judgment! What, then, are these myths that we have? Are they being dispelled? How can we really get to know the businessman if we're professors; or the professors if we're businessmen? Meetings such as we're having here are very good.

II.

Different Professors Have Different Views

Milton M. Enzer: I can't resist saying that Eric Larrabee here on the panel is the son of one of the greatest professors Union College has ever had. His father, Professor Harold Larrabee, knows the businessman or any other man pretty well; he keeps in touch with

life. A professor like Larrabee has a pretty realistic picture of what a businessman is like.

On the other hand, strangely enough, the professors in the languages, modern languages, classical languages, or English, have I think the most naive picture of what the businessman is. I'm glad that Mr. Horn indicated the varying types of businessmen we might be talking about. For my purposes I would like to consider businessmen such as some of you in this room. I see Mr. Shepard is here. He would be considered, in my opinion, a kind of businessman. Now what does the average professor think Mr. Shepard is like? Mr. Shepard is with Standard Oil Company in New Jersey. He's on the board. He's done a great many things in business. Now to me he typifies what I like to think is the businessman. You've seen him here, he's a genial, friendly fellow. He could never run a company of any kind for long unless he could get along with people and get them to do things.

Yet I imagine that a professor in the language sequence who is a little bit afraid of life (let's face it) looks upon the men who are running the affairs of business as people who somehow are granite-like in their features. They are almost dehumanized, they never smile, they press buttons and everything happens, they never have to work hard, they come to the office at 10 and leave at 3, they're always playing golf, and all that kind of thing.

Now it seems to me that this is quite a different picture from

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(Continued From Page 5)

doctrinaire, half-baked ideas of the New and Fair Deals. To top that (figuratively, not literally speaking) we now have the "eggheads" and all the ugly connotations the word now possesses as described at length by Arthur Schlesinger, Jr., an "egghead" of note, in "The Highbrow in Politics," *The Partisan Review*, April '53.

But let's not get over-worried about the fact of ideas. They're here to stay. As President Griswold of Yale told a Phillips Andover Academy audience (address printed in *The Atlantic Monthly* for November '52) "The only sure weapon against bad ideas is better ideas. The source of better ideas is wisdom. The surest path to wisdom is a liberal education."

And Action, Too

Yet the better ideas must be communicated. Don Juan's philosophic man, remember, will not only discover the inner world in contemplation, but he will in action do that will. The philosophic man can and will get things done. He will be an executive, right down to the etymological sense of one who follows out, pursues.

Casey Stengel, manager of The New York Yankees, and a profuse man with his own peculiar brand of jabberwocky known as Stengese, nevertheless displayed an admirable precision when he summed up the reasons for his previous failures as manager of Boston and Brooklyn. "The trouble was I had fellows who couldn't execute."

There will be no such trouble with the future executive I envisage. In that most famous of all Phi Beta Kappa addresses, as

Howard Mumford Jones called it, Ralph Waldo Emerson wrote about "The American Scholar," Man Thinking, his philosophic man. I'll take the liberty of substituting "philosophic man" where Emerson used "American scholar". After all, he and I both refer to the same kind of man: Man Thinking.

"There goes in the world," Emerson states in one key passage, "a notion that the philosophic man should be a recluse, a valetudinarian — as unfit for any handwork, or public labor as a penknife for an ax. The so-called 'practical' men sneer at speculative men, as if, because they speculate, or see (Emerson's italics) they could do nothing. I have heard it said that the clergy — who are always, more universally than any other class, the scholars or philosophic men of their day, are addressed as women; that the rough, spontaneous conversation of men they do not hear, but only a minced and diluted speech. They are often virtually disfranchised; and indeed there are advocates for their celibacy. As far as this is true of the studious classes, it is not just and wise. Action is with the philosophic man subordinate, but it is essential. Without it he is not yet man. Without it thought can never ripen into truth . . . Inaction is cowardice, but there can be no philosophic man without the heroic mind. The preamble of thought, the transition through which it passes from the unconscious to the conscious, is action. Only so much do I know as I have lived . . . A great soul will be strong to live as well as strong to think."

the one the man in the social studies sees. I imagine that the mathematics professor, with whom I didn't have much experience, might have still another view. And the professor of engineering, who is dealing very often with businessmen on a consulting basis, would have a different view. Just as Mr. Horn has tried to differentiate the different kinds of businessmen, I would like to point out that the various segments of the campus have different points of view on the businessman because they are associated so differently with the business community. I think also that in the 25 years since I graduated from Union College there has been a tremendous change in the attitude of the professors.

III.

Vocational versus Liberal Arts Education

Robert N. Hilkert: Obviously, the question "How does the professor view the businessman?" must be pursued within the framework of the conference theme — "Industry and the liberal arts — reducing the gap." What gap? I assume it is the gap separating the thinking of the professor and the thinking of the businessman with respect to the educational preparation of the individual who contemplates a business career.

The professor, the one I am talking about, deplors the inroads that have been made into the university curriculum by subjects which he says are essentially vocational — vocational in purpose and vocational in content. He blames the businessman for what has occurred, and in so doing he recognizes the influence which

businessmen apparently exert on collegiate education. He looks upon the businessman as a dangerous influence because he believes that any important threat to liberal arts education is a threat to our free society. The businessman is quite cognizant of this attitude of the professor, at least the one I have chosen to talk about, and he is quite unhappy to be looked upon as a political subversive. No doubt "the gap" needs exploration on this point.

The professorial finger has been pointed at the businessman despite the many recent pronouncements of top brass that business wants, in the words of a recent *Fortune* article, "men who have acquired the range of interests and the mental disciplines that education in the liberal arts or humanities is peculiarly well fitted to give." The professor counters with, "Then why don't these presidents pass the news on to the personnel recruiters? Each year they descend, locust-like, upon the campuses of America looking not for liberal arts graduates but for men who have been vocationally or technically trained. The presidents say they want generalists but the recruiters are raking in the specialists. What kind of double talk is this?"

I don't think it is double talk at all. The president is looking for generalists and the recruiters are raking in specialists for the very simple reason that the company needs both.

Different Jobs To Do

The professor doesn't really understand the businessman until he learns that businessmen at different levels have different problems. Each tends to place greatest importance upon those problems which immediately beset him. The president is deeply concerned about high-level appointments — management succession is one of his top-priority problems. The president is looking for vice presidents and general managers. He wants broad-gauged generalists, men referred to by John Stuart Mill as "capable and cultivated individuals." It should be easy for the professor to understand why the presidents in their public utterances stand four-square on the value of general education for the businessman.

But the president is not the only man in the business organization who has problems. There are men below him who must make appointments to the staff. Some are faced with employing beginners to fill jobs which require specific skills that can be put to productive use quite quickly. A quotation from Professor Alfred North Whitehead, a very great professor who does know the businessman and his problems, is appropriate: "In any

large organization the younger men, who are novices, must be set to jobs which consist in carrying out fixed duties in obedience to orders. No president of a large corporation meets his youngest employes at his office door with the offer of the most responsible job which the work of the corporation includes. The young men are set to work at a fixed routine, and only occasionally even see the president as he passes in and out of the building. Such work is a great discipline. It imparts knowledge, and it produces reliability of character; also it is the only work for which the young men, in that novice stage, are fit, and it is the work for which they are hired. There can be no criticism of the custom, but there may be an unfortunate effect — prolonged routine work dulls the imagination."

The professor will not really know the businessman until he appreciates the problems of those who must employ and make use of the services of the novices, the recent graduates.

The Need for Specialists

Picture the following situation. The recruiter is sent out to find a man who can fill a junior accounting job. He returns to his company with a splendid young man who doesn't know a debit from a credit but who has done honors work in philosophy. Can the professor visualize the recruiter making his case convincing to the chief accountant that here, if he will but wait, is a future vice president? Does the university when seeking a man to teach freshman Latin employ a philosophy major who, alas, has never studied Latin, even though he may be a potential college president?

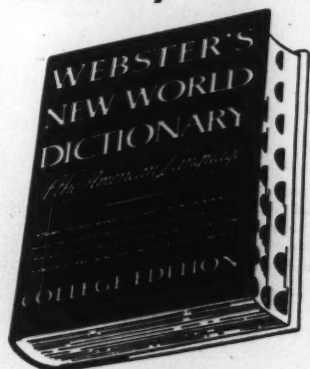
There are many specialized activities in business, and there are many men who are specialists by interest and by temperament. They are happiest when working in specialized fields and they perform their greatest services to society as specialists. Similarly, there are some first-rate college professors who ought never to aspire to the college presidency or to any administrative post in the institution. And if one feels for a moment that academic specialism does not exist in the university, even in the liberal arts college, one look at almost any college catalog will suffice to dispel that view. I am in no way being critical of the University. I am merely endeavoring to clarify the problems of the businessman by relating them to their collegiate counterparts. We want the professor to understand us.

(To Be Continued Next Month)

Shakespeare Institute

Yale University will inaugurate a new Shakespeare Institute this summer to promote better teaching of Shakespeare in the nation's secondary schools. The new summer Institute will be set up under Yale's Master of Arts in Teaching Program in cooperation with the American Shakespeare Festival Theatre and Academy. This latter group is expected to produce its first play in July at a new Shakespeare theatre now being constructed in Stratford, Conn. Edward S. Noyes, Director of Yale's Master of Arts in Teaching program said that the summer Institute, one of the first of its kind in the nation, is designed primarily to attract high school teachers.

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More Power to TV

To the student of literature the ineptness and mediocrity of the bulk of TV entertainment evokes either apathy or rejection. This infant among artistic media, barely a decade old, has been disappointing to impatient professors of the traditional literary arts. Although aware of its great potentialities, they have noted with concern the stultification induced by TV's subservience to commercial pressures and have fenced in their purer media against the polluting intrusion of this little monster.

Excluded from this select company or not, however, TV is growing up. Almost every week there may be seen evidence of honest experimentation with both the visual and the auditory techniques which in proper combination can produce unique artistic effects, sometimes as powerful and illuminating as those of older literary arts, occasionally more so.

An interesting example is a one hour play entitled "Patterns," by Rod Sterling, which was first presented early in January and repeated by popular demand (including requests from universities) early in February, all under commercial sponsorship. "Patterns" is a vivid, powerful, and penetrating picture of the conflict and resolution of ways of life in our business society. It shares with greater works of art the illumination of experience and the evocation of poignancy and self-perception. But it achieves its effects by techniques peculiar to TV with honesty and boldness, and this is what makes it notable.

As the play opens, it is 8:00 a.m. on a normal business day, and the screen reveals the mighty heart of the complex paraphernalia of a large business organization lying still. By 9:00 a.m. it wakes up after the audience has heard the gossip of the hierarchy of office girls around the inert giant switchboard. The scene warms up rapidly, and in half an hour reaches fever heat. Then it cools in a remarkable denouement to reach its original grim inertness.

The story deals with the induction of a young new vice president, Fred Staples, into a thunderingly efficient firm headed by a Mr. Ramsay, a man of tremendous drive, decision, method, iron will, and ruthlessness. He is a "production genius" who "rarely forgets anything." Staples too is efficient, but he is young, sensitive, and a bit awkward on his first day. It soon becomes apparent that Staples has been brought in to displace Andy Sloane, a humane, con-

siderate executive who has been with the firm for twenty-four years, originally with Ramsay's father. Ramsay wants him out because of his humanity. He will not fire him but uses studied attrition of his will and emotions to force him to resign. Sloane has long since given up fighting. He is already broken, but he will not quit.

As the play proceeds, Ramsay's cruelty and ruthlessness grow more and more vivid. Eventually Sloane dies of a heart attack at the height of their emotional struggle. The conflict in Staples over being his successor is resolved in a very striking scene when he agrees to stay with Ramsay but to fight him at every change. In this Ramsay exults.

One is struck, in watching the TV performance, by the economy, restraint, and suggestiveness of both pictures and words, as well as by the subtle complexity of the TV devices for characterization, symbolism, and pointedness. Notably effective is the use of minor characters: the office girls, Sloane's devoted and perceptive secretary, his little son, and particularly Staples' wife. Mrs. Staples is young and ambitious, and she is not so scrupulous as her husband about stepping on others to reach her goal. Her man has "arrived." In the elevator he seems to be going right up "to the sky." While she does not overtly goad him, it is her unconscious pressure that makes Staples stay on. As the play ends, she goes off with a remarkable expression of grim satisfaction at her husband's decision.

"Patterns" ranks with some of the best literature in its critical depiction of the values of our society: ruthless drive toward "success" on the one hand and doubt, fear, and hate on the other. Perhaps we professors ought to watch this TV — it is beginning to flex its muscles.

Bernard H. Stern
Brooklyn College

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The additional year required in this program makes it unnecessary to reduce or to cheapen the training in research. We accept the position that the important function of extending the boundaries of our knowledge—a function which every university worthy of the name must perform—can be carried out only by persons thoroughly trained in research procedures.

In brief, the Vanderbilt Program adds two courses to the usual requirements and provides for the supervision of teaching.

The first required course is "The History and Organization of the

American College." The course gives the student a general introduction to the institution in which he will have his career. This course normally comes in the third year of the student's graduate program.

The second requirement is a seminar in Basic Ideas in the fourth year. The lecturers are members of the Vanderbilt faculty. The seminar is conducted informally, there is opportunity for discussion, and term papers are required. The topic for 1954-55 is the problem of "Freedom and Authority."

Each student in the program is required to do teaching under supervision. The supervision is in part the responsibility of the major department and in part the responsibility of the Director of the program. Attention is given to a consideration of speech habits, classroom etiquette, and methods of presenting materials.

NECEA

The spring meeting of NECEA will be held at Wesleyan University, Middletown, Conn. on April 23. Fred B. Millett is Program Chairman.

New English Program

Three optional programs — designed to widen career opportunities for students majoring in English — are being inaugurated this semester at Illinois Institute of Technology, Chicago.

New options in business and industry, human relations, and communications were added to the curriculum at the beginning of the second semester, Feb. 14, according to Dr. Mentor L. Williams, acting chairman of the language, literature, and philosophy department.

By adding courses in economics and other social sciences to the English curriculum, the business and industry option will make it possible for the student to carve out his own job opportunities in a number of areas. The human relations option—in which the English major's program is broadened by courses in psychology, social sciences, and philosophy—will enable the student to find careers in governmental and social agencies as supervisor, case worker, researcher, interviewer, or executive assistant.

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